

ib amc 507

+

1896

2.

Min Edward - 10 ^{abp 10/507}

Ch^r did not hold the brush right
food to let - Ch^r put in pins -
"not very nice" - no attempt to
make Ch^r say any not - food -
food to make Ch^r make points
both ways - bridge held her
brush right - Sylvia did not -
What's wrong with that one food -
Ch^r told in each case what
was wrong -

Ch^r food in expecting sufficient
work - spaces from the Ch^r I did
not - overdo them with exp^t -
To pin the paper straight
with hand her food exercise for
Ch^r.

Op^t right Sylvia - but not right -
Sylvia never held the brush right
Ch^r sang when example set

ibp2cm507

Sylvia allowed not to have enough
penicillin. Mandy too much -

Diff. taken one by one -

Mandy acquired dexterity with brush -

Sylvia more learned -

V. evaded difficulty

V. kept up a little stream
of indistinct talk.

V. dotted up Mandy but did not
make her as she was wrong

Then V. began to show S. what
begin to do - M. became

shy - V. did her pattern
with neatness & dexterity -

V. went on to her last

figure before M. had

accomplished the 2nd

Sylvia fully caught idea -

A pretty enjoyed lesson - much
dexterity - neatness - & accuracy

pleasure - & power of working with
material

ibp30m1507
Vth said that's better. I said
it - then Ch. knew it was
worse & was looking at him
at it. A good lesson

Jim Conder - 11 + 11 Apr 17th
What is a mill for -
found to introduce lesson
by questioning as to mill
What is life-history of a silk
worm? - Red? -
found to ask Ch. if they have
kept silk worms - Ch.
distinctly shyness in answering
V's manner found - took command
of Ch. - stood at suitable
distance - worked to make f.
ans. - v. f. to get life history
of silk worm from that of butterfly

i6p4mc507

Chd knew had cocoon to show
might have had caterpillar
pupa - ~~well~~ explained -

When do you think we get
Silk from - forest -

No word abt. wonder of spinning
Silk - not any I don't think

half of cotton - forest -
"melts the foam" wanted
more exp. - -

two kinds - a little comparing
my pling told - one of well silk
food to find out - eating /
lettices - what is silk - worm
cocoon like - what is it? &

Lesson a little mixed - pay
back to recover points -
Term 'Mowing' omitted -
Wast - well used
very good to get washing

foot to show how many cocoons
 in 1 lb - "I don't know how long
 for processes from first very
 much - 4. very good in
 telling processes - 4. pointed
 out beauty of silk very well.
 It made the whole thing very
 clear & bright - descriptions
 not have been greatly helped
 by diagrams - 4. inserted
 on common sense ones,
 "the" quite interesting.
 How do you make Waldmiller -
 a dozen "threads" - put together
 a little comparing
 Regd. Chm to notice differences
 a good clear tone of voice.
 etc - - all these have imp of
 no end for
 "I think you might look at egg
 me a little more - "don't care
 in purple color - do you?"

16p5cm507
 from - May 9 - 1891 from -
 "beginning to work with
 proper family - allowed
 to make his progress
 in day journal since.
 4. happy - good to be known
 the connection between
 a decision + good -
 4. good - in moving things
 4. did not get the idea
 that we have of the cocoons
 which exceedingly clean &
 know what to wait on 13th
 keep much etc. on 5 -

ibp7cm507

food is made of food.

A thoughtful food lesson - V. lot.
hold - granted + ch - says points
of real living interest - no dry
facts as such -

worked out dashes - might have
written her places - V. much
did not let mistakes pass.
Food - to get where after
interesting. Then in all.
V. worked her dashes well -

Jim Earwater - ^{16 pence 57} Apr. 23 -
Spoke very indistinctly
Allowed Mr. Whipple to spell -
used name instead of sound of
T This remarks too
indistinct to be heard -
Too much routine - need not
have heard 'Carl' - a winter so often
absolutely

"Know what a 'Carl' is
Too many exercises in a
night have left 'Art' on BB
Put me in pink girl -
even had word rubbed out
foot to begin again on sand -
foot to stay start for school
Made voice repeated T with the
small hand -
Nigger to, no ch to be heard
low ch not - Decap - good

Mr. Clark - Apr. 23rd -
Jerusalem

'Jesus' - not quite-revered -

What do you think the life in

Apr. is like now - a bad?

good to make clear your

Jerusalem & position

Have allowed to say 'Hail'

himself -
He said - Brain fog - in
very good tone of voice -
manner & little dull -

Walls & gates well drawn
from fields - Arabs well
drawn out. might have

got time of sunset - eye -
of nearly well illustrated
what will be the diff.

Story of merchants brightly told

White animal - rain animals -
 I suppose its reason for
 food to use the word simile-
 houses - not at all well described
 food to give graphic desc. of eating
 of master

Alt. as high as that one food
 Chd have turned to the place
 & found where Christ had
 said. let's lowest place.
 dip in dish - Chd has
 referred to lost supply
 Ch. is very fresh & well
 very pretty description
 "apprehended to the boy's good feelings"
 well said

The spoke is a clear good tone
 Ch. spoke all the better for that
 houses and fully dealt with
 references in the F. mouth
 the die writes -

good to insist of clear
pronunciation ^{ibp110mcs07}

Recap - rather slow + dull.

good to insist on louder voice

too slow + dull - recap

must be very rapid -

we shd have had pictures
or diagrams

Min. Inculd

6/12/57

Hummingbird. It did not give
sufficient information
should have had flower &
put back in

Did not feel nearly enough
information by touch or sight
"I don't think it b. wd. eat
her -

Both ch. sitting badly -
might have at work. but -
writing on Bd. not good -

Do - "Do you think does
left as this. & first time
It did not - Bd for ch.
made by two see wings allowed
them to be too small

bring in quite wrong position
with ch. above closed correctly -

Y^s did not show ch^r bird &
draw pin - "Birds live
in nests -

ibp13cm507

Sylvia allowed to pick badly
Y^s seemed have chosen
nest & web -

Got very little from ch^r
"Katy has meal -

Y^s not ready in adapting
herself & material to ch^r -
Lachrymose had formerly
might have referred
to humming by

Supposing its getting honey
might have had flower
no and all directions here
I've made but - claws

allowed to try by h^r

Y^s said for lesson
should get photo to assist to buy

In Rome - Apr. 3rd 1861
Crime
first to begin by getting boundaries
from Chas / Lindie - not that
Chas did not give boundaries
first to have nice paper
Did not get information
from Chas - but told her
everything - Chas at last
"piece of Chas" - not clear -
my rapid talk - very little
work in the part of Chas
has usually there -
many of the good things might
mixed occasionally - sometimes
plain - I in other aspect -
a great flow of talk - no
realization of the people - no
graphic acts of anything -
great deal of waste oil -

dried - earthworms - ^{ibpiscml507} we also
have a similar first course -
stew of some kind -
cabbage - chervil -
not clearly done, found
about signs & sound - but
nothing drawn from it -
contains a great deal of the
cabbage, "horseradish"
cabbage very much -
might have learned a
lesson from that diff. but
not made clear -
"heaps & heaps" of food -
Laden cheer - not sufficiently
clear - They believe in a great
many food!
V. spoke too rapidly - far
too rapidly - because of spirits -
temper - if you don't repeat
facts on back rows, not so

7 b. it lead girls to respect.
Chinese?

Should girls clearly be
diff of Xing - "brother & son"
"adopted by dead man not
clear."

T. Harrison found - very few
Xians? would they?

no camp seen with an eye
young strong - very clearly

put - in model form -

very excellent illustrations

absolute no work for falls

exceedingly good choice

information - best to

the manner good definition

highly accurate the

text much too rapid

space allowed all the time 5 quail

in 10th little talk

Elephant - in Mullong
I. "Jumpy little bird" 26 p 17 m 507

Have you seen one - had
not to ask Chr all they
know abt elephants -
'Bell' - yes - a tame elephant
foot - "I think the elephant
likes it too -"

Chr sustained attention while
door was open -
no one hears him hardly -
five people rides - opened
camp prospect

waited for strong & got it
He - used elliptical sentence
in his own - this is the
good to have picture
showing eleph & to make
Chr see all they cd
No picture of hand-drawn with
people on back

Rusey. cat - found out
 cat - I might have fed
 hair - found a cp. horse
 & elephant - there are
 much - ? "What kind of food
 her horse, Table - food -
 ft. paul - of lesson elliptical
 lesson - Chr did not
 understand form of ?
 T. pointed entirely in getting
 elliptical ans. -
 food to point 'bunch' by
 cp with horse -

Chr. surprised - did not
 understand 'the byes' -
 Chr. pointed to name -
 Chr. very intelligent.
 Two holes - Chr. has
 made Chr. point to her
 own nostrils -

T. very sweet with Chr.
 Sympathetic & kind
 Not clear in getting 'hand'
 from Chr. Chr. had her
 mouth as hand - Y. showed
 my mind how elephant eats.
 T. made great use of the
 picture - diagrammatic
 action very helpful -
 Chr. had made Chr. put
 out heavy - fat out
 way very nicely -
 lesson charming incidental
 in the way of pointing out -
 carried the Chr. with her -

Sylvia V. f. lesson

Mr. M. Shucky -

16p20cm507

Butterfly - first introduction
might have got 'peacock' for
girls - V. p. to have specimens
of familiar butterflies.

Class of -

first to get meaning of
'insect' - got 'sect' & 'insect'
v. food beginning - V. Shilp
sh. has written thorax &
abdomen - but have
generalized - When Lucas
is little girl - food -
V. filled as B.B.

"All insects have six legs -
Slender & better than this
leg on B. - B. I think most
wonderful pt - wrap most
beautiful - food -

16p21cm507
" butterfly something like elaph.
V. spoke - fleshy like an
insect - rubber tube -
first time we saw a butterfly
food to distinguish between
with a butterfly
very graphic desc. of moth
butterfly

V. spoke exceedingly well -
finished sentences -
well chosen words -
& no hiatus - might have
spoken of dainty eating -
caterpillars not always well seen
pattern - food to show
in chalk & food to say
doesn't it make you feel
you wd like - &c -
illustrations v. good -
cocoon - v. good -
What is a chrysalis like?

very excellent instructions -
 manner exceedingly good -
 information given in an
 exceedingly interesting methodical
 way. Do you see the
 connection? - V. G. -
 Chas caught the connection
 for to int. papilionaceous
 flowers.

Deerth's head moth - a pity
 to introduce it, -
 for to insist on much
 expressed -

you'll be able to distinguish
 I think your mixing up to
 did not give use of Antennae
 scorpion has touch of winging
 her hands - Kathleen
 not interested -

x Excellent -

Apr. 14 - Min M. Conde

Reading Lesson -
 V. showed long list of words
 at once -
 next - allowed had &
 crossed writing - and
 less good than before.
 Budget allowed to say words
 of sounding S -
 for to alter his sentence with
 I give it out I haven't got
 the time very clean - Chas.
 attention on to who
 for to make Chas read
 the words they had learnt
 for to help M. to find
 & by sound.
 Knight has talked a little
 more to Chas at - some words
 for to take a variety -
 of variety of exercises

fort to let-Clm write for
 each other to read - also
 to let for each other heard.
 In point with yr pencil -
 fort - fort to make
 Clm find out what heil
 was - Clm just a little
 distracted & looked at
 too much

made guessed a little
 Clm -

fort to let-Clm write in
 Miss books -

Clm allowed to say heil not
 quite clearly -
 not quite enough

supervision b-f. busy
 x

Miss V. Stewart - Apr. 11th 1897
Helin - from
here -

files compared as to
two comparisons - might
have avoided by going
away - separately
V. right speed in getting
files to use all the words
they knew - Took
permits - good to say
under notes - V.
allowed files to build
up sentences - Carepo
left - prom. but - files
did get it
An improvement in
pronunciation - good to
get - from. of each phrase
Chr. got it and very good
V. carefully corrected faults

in person. girls interested
ready to learn.

Worked out well very well
V. took pain to have the
lesson through. I don't
forget the girls

and always to require an
article - to disling. when
these & pen - to make 2
copy a part

Very successful in
four various through
drill - when the girls
were uncertain went
back & made to point
clear. V. f. to have
each word leaf com.

through sound
managed a good deal
of variety -
Had each of really see

2. Careful to connect always
the word with act or object

3. Good to show clearly the
diff. between a la & alle
what quickly & well
had the recap. my pen
Lotta it not be clearly
seen - good to notice
loops & the line
to fully get home in her
lesson - 4.

4. Try to write her final
notes in right place

x 5 - f. lesson

Mr. Edwards I. May 21 ^{ibp28mc507}

Did not pursue 'brown' —
Ch. thought of girl —
"What is chalk like?"
For I to wet chalk & spell
Do you think &
No inference drawn from
"What happens —"
"Make up tongue feel like
For I to show pencil nature
of chalk
"Do you think —"
"don't know" why —
Y. assumed 'not know'
Little experiments - delightfully
interesting - goes like that
"Lyle manifested master of
complicity"
Ch. said 'line' very frankly
sincerely - Lyle said 'certain' -

It 'dust' isn't it. —

hasn't badly working
in pt. —

Illustrations for the
well managed — but
Ch. and attempt depended
to say what they had
noticed —

Too little said abt
Chalk in Lito —

Yvonne Benson

ibp30am1507
Thin Carawater May 21
Rock Salt - II. III. IV -

'Why' is it like ice -
quite even all over - frost -
moist - clanging - not accepted
'transparent' - accepted -
'melt' - allowed instead of
dissolved -

melt - = Th. that have pointed
out diff. between soluble &
what happens - { Steam }
 { Vapors }
 { Air } 1

'Smell it' - very salty
All turned to salt - after
Rock Salt - bottom of sea
'Lot of fire' -

Th. that have described Salt
mine -

Salt Spring well described -
the idea well got on

called America!

26p31anc507

Description of mine very
well given - good to find
deprivations of miners

'Warr'. Ch. not told when
the Crecon mines were -

Description bright & graphic
Story of farmer well told -

"W. people shd. use seawater
good to show Ch. salt
actually - I Europe - well
obtained

"Well take that now"

"The one process of evaporation
to do -

fires' might have obtained
not quite clear abt. salt
crystals -

good to have got greater heat -
from fossils

V. careful to distinguish between
 form & being out of place -

Chr. allowed to whisper -

x A good lesson in the whole
 V. bright & capable -

Descriptions proper -

questions good - & the
 usually better for him -

in most cases this
 dictation generally good -
 a little too much use
 of slang.

Bahenmahr -

Miss Stoll.

ibp33 cm 1507

Dragonfly.

Early questions rather difficult.

"? difference between dragon fly's body + fly's". Better begin by colour - something that strikes the eye at once.

Lesson improved teacher was interested

as were children. Story of baby fly
^{beginning not clear. ? does baby get in water}
good - very well given but a little

too fast. The wonders are great for children. Might have written the name.

Manner bright & interesting.

Promises extremely well.

Miss Young.

ibp34cm507

Daisy Inflorescence.

Was not sure of previous knowledge.
Introduction too many new
names; too detailed.

Language occasionally lusc.
Too much matter for one
lesson.

Difficult to find the main point
of the lesson.

Improved when we came to the
daisy itself.

? name ? name ? name.

Syn = with, or together.

Why do think they are called ray?

Before they know they are ray.

If you divide words on B.B. divide
in syllables - not gamopeta-lous.

Names! names! names!
Inflorescence before we know
 anything about. Rectary never
 heard of.

Attitude of class showed
 that the lesson was too
 difficult. Take daisy, or
 take inflorescence not
 both.

Use of black board ready &
 quick but not neat, nor in
 any way registering notes
 of the lesson, until we recapitulate.

Hi Flower - June 17 - Ch. 1 -
Cuckoo -

T. began well by giving Ch.
bird environment -

Asked what robin was like -
what Cuckoo was like -

Dad nd - to show better picture
of cuckoo -

got to speak of man's foot
had - to make ch. guess
colour - she has heard

something going to show -
got to hear chatters to them
then the colour was put in.

End - might have got that
from ch. by showing chalk -
"all birds live in nests -
very good to show nests -
not - nice" little bird -

bird quit to swim - 26P37am 507

4. 4/10 - eggs died from -
eggs lying on the ground - the
not - use ellipsis

9. 4/10 - the cuckoo laid out
eggs?

made whispered that -

shall - only

Ch. did not answer well

~~Pro Lesson~~ the first

in Clark = Placiers - Cl. 14
i6p38cm1507
found to begin by reference
to former lesson - & to put
it in answer questions -
bring the class

found to find water in Europe
be Asia where fl. are found
V. a little hesitating in his
manner - a little slow in word -
gave the effect of not knowing
his subject very well.
not sufficient graphic
power and always even -
V. could not always be
heard.

made terminal moraine very
plain - Did not use the
new wind moraine of the
enough
V. found to follow the path

any part was made of B.B.
diagrammatic - description
of it came very well forward -
"appeal - pretty" did not
let us know -

She had used terminals
latest - many times over
so as to have made them
familiar term - girls always
idle & uninterested while
wrote - never showed her
books & searched was
changed -

A good lesson - but girls just
a little sleepy because of
noon - girls not sleep

X A V good day

Cinderella - Miss Sheehan i6p41cmc507

Ch. 1. What do you think it is -
little too - very little

story mixed - person & long
Ch. 1. intent & deeply interested in
it. spoke very quickly - it was
what she told nothing Ch. 1. did
not understand - Ch. 1. deeply
interested - a charming told

fairly tale - quite the right way -
Ch. 1. deeply interested

no diff. made abt catching the
acts - " most - beautiful &
beautifully given -

Tale told in great detail
& yet - got through in good
time - V. f. to make
come home & light fire say
it were no hardship

acts & music to suit difficulty
V. did not speak so clearly

Again got supper ready -
 V. f. Ch. listened with
 eager delight - Such
 beautiful little glass chippers -
 pitiful too - very good
 language careful & correct -
 "I'm sure I'll just fit one -"
 very brightly & prophetically told
 little birds played a very
 pretty part - The triumph
 was beautifully given -
 Joyia - very nicely taught -
 no mouthing

Very charming to make
 pictures to get the children
 down slow to take in -
 She'd not yet committed
 herself to anything so
 silly as rats changed into
 horses - Ch. deeply interested

in all the details -
 Had not told Ch. that
 fairy godmother had crept
 out of rose - corrected
 wisely & gently - with
 "I think" - no too positive
 way of speaking -
 V. took part

A V. good lesson Ch

14. Miss Edith Ray - 1. of May 2
 wrote on 3p well - but
 paid no attⁿ to pupils -
 a rapid sketch map - the
 not very correct -
 girls allowed to speak
 in an indistinct way -
 made girls find places -
 there picture of needles -
 no attempt at interest
 good to make girls see
 rivers run away from hills
 might have made chⁿ with
 all-rivers to S. - China
 not vividly told
 "I've seen it" - no attempt
 to describe - no notion of
 picturesque landscapes
 Anne - to write on B.D.
 which was already on maps

15. food management of H.B.
 1. Had the lesson on
 connection with this with
 food made of H.B. with
 no idea given of the emptiness &
 beauty - "real" on -
 good to have fossils
 good to show fossils & present
 shell - good to small
 pleasantly - slightly - some
 & sometimes very good - some
 understood
 girls not responsive -
 good to appeal to H. - all H.
 no attempt to make but go
 more real. Turner's Vile - no
 interest -
 "What the hay - isn't it -" H. my
 scrap of interest - Bonch - up
 & called in Eng - Very nice
 I think - H. had some good

the known types - build
 Art - Clay Rock - front to
 ash - do you know - he
 being - coloured - clippings -
 no imagination - no attempt
 at realization why Yarns
 A very fair first lesson.
 I didn't hear that version.
 A slightly plump and thin.
 All good & abundant.
 no under instructions for
 R. Rly -

Min. build - from - III 411
 my decision to have III for the
 lesson - Did not feel able
 to see why the long phrase
 was predicat.
 insects allowed to be given as well
 an animal.
 the things are heard and
 well given -
 air - Can see sometimes
 smoothness very badly
 arrived at - nothing
 gained from smooth head
 hand - except that they
 were nouns.

Child gave kindness as
 example of thing not seen
 his wife considered & so did children
 children had really nothing to do
 children allowed to visit slowly

no variety - all proper names
 place. What also have names words -
 no plan to distinguish between
 name & thing. Very tedious &
 tedious let grammar read out
 for to see fault - in Sp.
 quite an idle exercise in name
 writing. Chr. allowed to mention
 insects & birds allowed to appear
 as and animals. Caterpillar
 taken as an insect.

"Write me some things"
 Teacher's voice very distinct
 all-produced.
 What - Cannot - see - accepted
 harm not letters from Alfred
 no comment at the time - being
 month in the class -
 Chr. had no more idea of what
 a noun was at the end of the
 lesson than at the beginning